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ABSTRACT

This statistical report is distilled from data reported over four school years in the National Association of Independent Schools (NAIS) spring statistics. It provides a demographic summary of minorities in NAIS member schools, examining recent trends in minority enrollment and exploring the most recent data on the relative proportion of financial aid awarded to faculty and nonfaculty children in minority and nonminority categories. Among the key findings are that in 1983-84 (1) minority enrollment was 9.2 percent of total enrollment; (2) 1.4 percent of schools enrolled 31 percent of minority students; (3) 17.3 percent of reporting schools enrolled 31 percent of minority students; (4) minority teachers represented 2.8 percent of all teachers; and (5) 46.7 percent of schools reported no minority teachers. For 1982-83 it was found that (1) 15 percent of all students received financial aid; (2) 33.1 percent of minority students, as against 13.2 percent of nonminority students, received financial aid; and (3) the largest single group receiving full financial support was nonminority faculty children. From 1969-70 to 1982-83, the percentage of minority students paying full tuition increased from one-half to two-thirds. Enrollment trends from 1980-81 to 1983-84 revealed that total enrollment increased by 3.2 percent and that Asian American enrollment increased at 12 times the rate of general enrollment and 40 times that of African American, Hispanics American, and Native American Growth. (RDN)

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NAIS STATISTICS SUPPLEMENT FALL 1984

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Minorities in Independent Schools Enrollment Trends and Financial Aid 1980-81 – 1983-84

This statistical report is distilled from data reported over the past four school years in the NAIS spring statistics. It provides a demographic summary of minorities in NAIS member schools. The summary examines recent trends in minority enrollment and explores the most recent data available on the relative proportion of financial aid awarded to faculty and nonfaculty children in minority and nonminority categories.

The following data are based on figures provided by NAIS member schools. Section I, which summarizes 1983-84 minority student enrollment and minority teacher representation, is based on information provided by 768 schools reporting in the fall of 1983. Section II, which presents minority student enrollment trend data for the academic years 1980-81 and 1983-84, is based on a core group of 643 schools, all of whom reported in both years. Section III, financial aid data for the academic year 1982-83, is based on figures provided by 670 schools in the fall of 1983.

Like the data given in the NAIS 1984 spring statistics, the schools included in this supplement were active members of NAIS at the time of reporting, were located in the continental United States, and were not any of the ten Hawaiian or U.S. territorial schools.

However, the sets of schools reporting in each of the sections differ from the reporting group of the 1984 spring statistics because some schools are excluded here on the basis of their failure to report male/female breakdowns for minority students and teachers. Five additional schools are excluded from all sections of this supplement because they reported that more than 50 per cent of their enrollments were comprised of a single minority group. However, each of three schools that are included here had a combination of minority group students exceeding 50 per cent of total enrollment.

Questions or comments about this report may be addressed to Wanda Speede-Franklin, director of the offices of information services and minority affairs at NAIS.

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I. MINORITY STUDENTS AND TEACHERS, 1983-84

Minority students. This section is based on figures provided by 768 NAIS member schools reporting in the fall of 1983. Minority enrollment in the 768 reporting schools was 9.2 per cent, or 28,263 minority students out of a total enrollment of 306,589 students. African Americans comprised 43.4 per cent, Asian Americans 38.8 per cent, Hispanic Americans 16.5 per cent, and Native Americans 1.3 per cent of total minority student enrollment for the reporting schools. In most cases, the percentage of minority males slightly exceeded that of minority females, except in the Native American category, where the converse was true.

Table 1 indicates the number of reporting schools that fell within various categories of minority student composition. Among the 768 schools, 1.4 per cent, or 11 schools, reported no minority students in the fall of 1983. Furthermore, a relatively small number of schools enrolled a disproportionately high percentage of minority students. Specifically, 133 schools, or 17.3 per cent of the reporting schools, enrolled a disproportionately high percentage of total students--31.0 per cent--as well as more than half of all minority students. Of the 768 schools reporting, 6.8 per cent had minority enrollments that exceeded 20 per cent but totaled less than 50 per cent. Stated another way, were these 133 schools to drop out of the membership, minority student enrollment would decrease by 50 per cent, and total enrollment would drop by nearly one third.

Minority teachers. Minority teachers represented 2.8 per cent of all teachers at the 768 reporting schools. Of these schools, 46.7 per cent reported no minority teachers. African Americans comprised 46.5 per cent of all minority teachers, Hispanic Americans 35.5 per cent, Asian Americans 15.7 per cent, and Native Americans 2.3 per cent of the 972 minority teachers. In each case, the ratio of minority female teachers to minority male teachers was approximately 3 to 2, reflecting the same gender proportion of all teachers within NAIS schools.

Table 1. Breakdown of Total Minority Percentages, 1983-84*

Per cent of minority enrollment	Per cent of schools reporting	No. of schools
0%	1.4%	11
1-9	62.5	479
10-19	29.0	223
20-29	5.3	41
30-39	0.9	7
40-49	0.5	4
50-59	0.1	1
60-69	0.0	0
70-79	0.3	2
80-89	0.0	0
90-99	0.0	0
100%	0.0	0
Total	100.0%	768

*Based on 768 schools reporting less than 50 per cent minority representation in any single ethnic category. Three schools shown here had a combination of minority group students exceeding 50 per cent of total enrollment.

II. MINORITY STUDENT ENROLLMENT TRENDS, 1980-81 AND 1983-84

The figures in this section are based on data provided by a core group of 643 member schools. The schools were selected from among all reporting schools on the basis of their having completed surveys in both 1980-81 and 1983-84. By using data from the same schools for two different years--which in 1980-81 and in 1983-84 comprised 79 and 75 per cent, respectively, of all member schools for those years, we feel that they form a reliable basis for the trends reported here.

Table 2 indicates the percentage of minority student enrollment in descending order by geographic area and nationwide for 1980-81 and 1983-84. The areas remained in the same relative positions, with the exceptions of East and West, which traded first and second place during that period.

Table 3 represents the change in minority student enrollment and total student enrollment over three years by geographic area and

nationwide. There appears to be little correlation between the relative positions of the various areas and the degree of increase over three years. While the East accounted for the largest percentage of minority student enrollment in 1980-81 and the second largest in 1983-84, its increase of 6.6 per cent over three years was the smallest of all the areas. Conversely, the Southeast accounted for the smallest percentage of minority enrollment in both 1980-81 and 1983-84, but its increase of 16.5 per cent over three years was fairly substantial.

These tables also indicate that, to increase minority representation significantly, schools must make dramatic increases in the actual number of minority students. Taking the Midwest as an example, where minority representation grew from 10.4 to 12.1 per cent of total enrollment over the four-year period, this growth necessitated a corresponding growth of 20.8 percent in the actual number of minority students.

While total student enrollment increased by 3.2 per cent from 1980-81 to 1983-84, minority student enrollment increased by 13.1 per cent, or over four times the rate of overall enrollment for the same period. The rate of growth in minority student enrollment was consistently large in relation to total enrollment in each of the areas. Interestingly, the increase came largely within the Asian American category (see Figs. 1 and 2), and the increase in each of the three remaining racial/ethnic subgroups lagged behind general enrollment increases. Within the Asian American category, student enrollment increased at almost twelve times the rate of general enrollment and forty times that of African American, Hispanic American, and Native American growth. As Figures 1 and 2 suggest, each of the latter three subgroups lost ground.

Table 2. Per Cent of Minority Enrollment, by Area and Nationwide, 1980-81 and 1983-84

Area	1980-81	Area	1983-84
East	12.4%	West	13.8%
West	12.0	East	13.0
Midwest	10.4	Midwest	12.1
Mid-Atlantic	8.9	Mid-Atlantic	9.4
Southwest	6.2	Southwest	7.0
New England	5.9	New England	6.4
Southeast	4.6	Southeast	5.2
Nationwide	8.4%	Nationwide	9.2%

Table 3. Percentage Change in Minority Enrollment by Area and Nationwide, 1980-81 to 1983-84

Area	Minority enrollment change over 3 yrs	Total enrollment change over 3 yrs
Midwest	20.8%	3.5%
West	18.6	3.2
Southwest	18.6	4.9
Southeast	16.5	3.7
New England	13.3	4.6
Mid-Atlantic	8.1	2.5
East	6.6	1.7
Nationwide	13.1%	3.2%

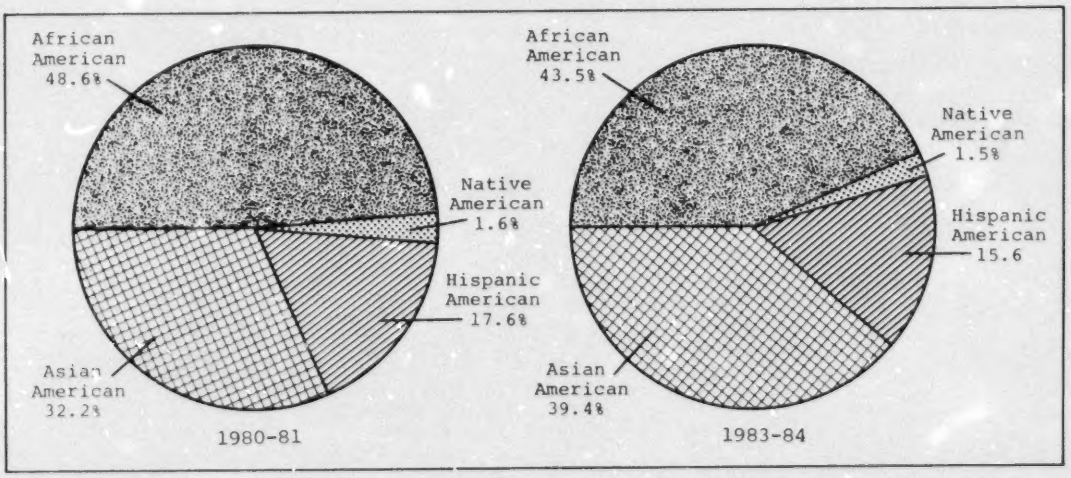

Figure 1. Relative Proportion of Racial/Ethnic Subgroups within the Minority Student Population, 1980-81 and 1983-84

III. MINORITIES, NONMINORITIES, AND FINANCIAL AID, 1982-83

In the fall of 1983, NAIS expanded its financial aid statistics program to show minority and nonminority students separately. It is now possible to compare the number of minority students receiving financial aid with the total number of students receiving such assistance as well as dollars granted.

One should note that NAIS collected similar data on financial aid in a special survey of 1969-70. That report estimated that (1) 9.5 per cent of the total student body of independent schools received some form of financial aid; (2) minority students comprised approximately 20 per cent of the aided group; (3) over 50 per cent of all minority students enrolled at the time received financial aid; and (4) minority students received approximately 33 per cent of all financial aid dollars. The report concluded: "Despite the uncertainty of some of the figures above, including as they do a number of estimates, it is clear that the enrollment of minority students carries with it the necessity to provide a disproportionate share of the financial aid budget and a substantially higher-than-average grant in individual cases, which of course is not in the least surprising. And for many schools the ability to increase their enrollment of minority group students is obviously closely related to their ability to increase their financial aid resources. But the figures in this section also show that slightly less than half (46.5 per cent) of the minority group students currently enrolled are not receiving any financial aid at all."

Of the 670 member schools reporting in the fall of 1983, 15 percent (42,294) of all students received some form of financial aid. Minorities continued to comprise approximately 20 per cent of all aided students, while nonminority students comprised nearly 80 per cent of all aided students (see Fig. 3). Approximately one third, or 33.1 per cent, of all minority students received financial aid, compared with 13.2 per cent of all nonminority students. Minorities received approximately one fourth, or 24.8 per cent, of all financial aid dollars awarded, compared to nonminorities, who received three fourths of all financial aid dollars (Fig. 4).

In the full-aid category, the largest single student group receiving full financial support was nonminority faculty children, who totaled 3,576 students and received $12,367,419 in aid funds. In the partial-aid category, the largest single group of students receiving partial financial support were those that fell into the nonminority "other" category, that is, those who were not faculty children: 23,666 students who received $51,288,597 in financial aid.

Minority faculty children receiving financial aid were represented in a somewhat higher proportion than their parents among the independent school population. However, these faculty children comprised a fairly small fraction of aided children, and they received $1.3 million, a relatively small amount of total aid dollars when compared with the total--$108 million--spent on financial aid.

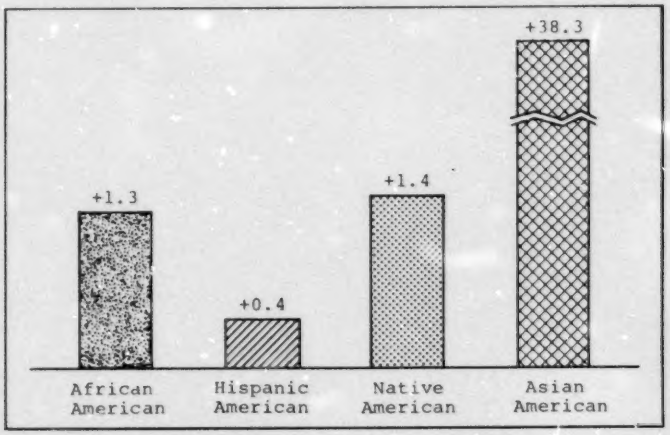

Figure 2. Percentage Change in Racial/Ethnic Subgroups within the Minority Student Population over Three Years, 1980-81--1983-84

Because the base of member schools reporting financial aid figures changed from 1969-70 to 1982-83, the data are not directly comparable. Some general comparisons are in order, however. While the percentage of minority students receiving financial aid continued to be two and a half times that of nonminorities, and the rate of full need for minority students occurred at three times that of nonminorities, the percentage of minority students paying full tuition increased significantly, from roughly one half to two thirds. This fact runs contrary to the popular assumption that minority students would not attend independent schools without heavy financial support.

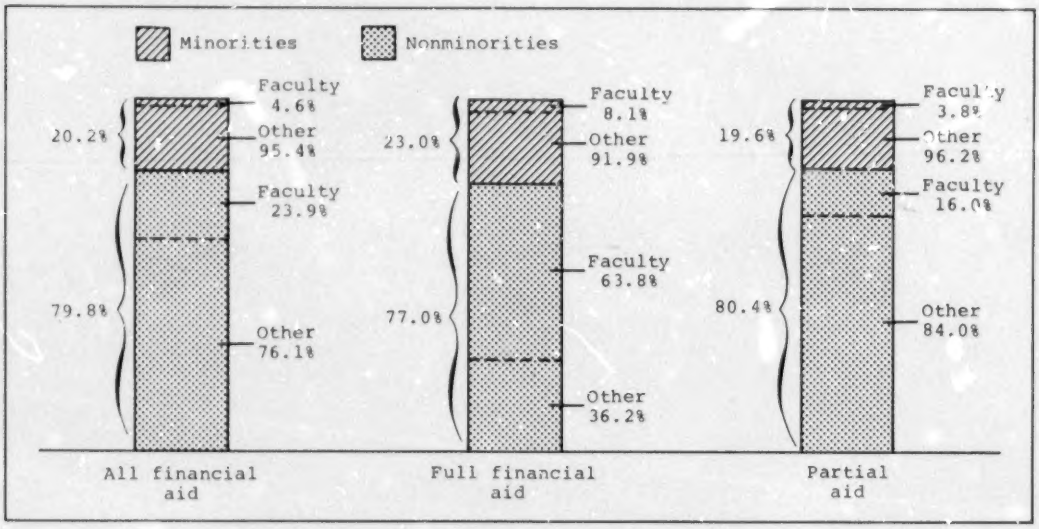

Figure 3. Number of Students Aided, 1982-83

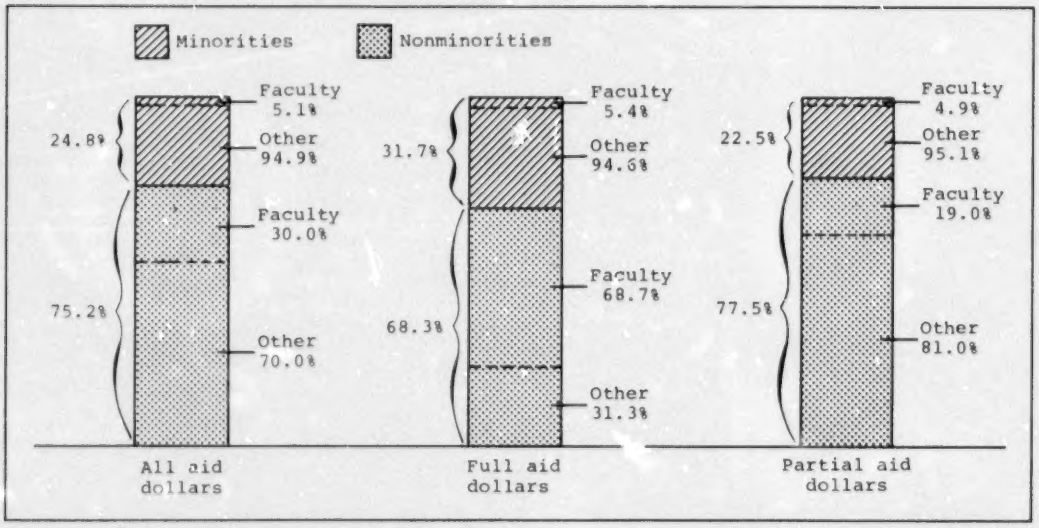

Figure 4. Per Cent of Dollars Awarded for Financial Aid, 1982-83